



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8451 E. Oak Street, Scottsdale, AZ 85257

Scottsdale Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Kevin R. Flynn
Schedule : 07:15 AM to 03:15 PM
Grades : Pre-K-6
Web Address : www.susd.org/schools/Elem/Hohokam
Phone Number : (480) 484-1800
Fax Number : (480) 484-1801
E-mail : kflynn@susd.org

Mission

The mission of Hohokam Elementary School is to provide an effective learning environment in order to develop lifelong learners who become contributing members of society. The development of this environment is accomplished by having students, staff members and the community at large embrace the 6 Pillars of Character.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To increase individual student academic achievement on the AIMS test in the area of Writing based on the number of students who meet or exceed the standards.
- ü To provide a safe learning environment for our students and staff by implementing the Character Counts Program.
- ü To increase the use of our school website to pass information on to parents about events and issues that are taking place in and around our school.
- ü To increase the opportunity for staff members to take part in staff development.

Enrollment

October 1, 2005 School Year Student Enrollment : 586
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 62

Instructional Programs

- ü Self-contained Classes
- ü Title One School-wide Program
- ü English Immersion Studies Program
- ü Before and After School Tutoring Program
- ü Self-contained Special Education Classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/22/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Hohokam will address the needs of the child by providing a safe, non-discriminatory environment where students can think, create and explore; maintain open communication; focus on the curricular state standards; encourage parent participation and maintain a highly qualified staff.

Parents

Parents will show support of their children in several areas: Get them safely to school; encourage satisfactory completion of homework; motivate them to do their best; attend school functions; and serve as role models by valuing education.

Transportation Policy

The safety of student riders is our first consideration. Vehicles are maintained and bus evacuation drills are conducted twice each year. Transportation is provided daily for Kindergarten through 6th grade students who reside south of McDowell Road.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü District Poetry Winners - 1st -4th Place	2004
ü State/District Art Winners	2004
ü City of Scottsdale Essay Contest Winner	2004
ü Charros Elementary Teacher of the Year	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	1919	80010	100	99	99	433	473	447	18	5	10	22	10	18	47	48	53	13	37	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	919	38935	100	99	99	426	471	447	19	5	9	24	12	19	49	49	55	8	35	17
Male	40	1000	40974	100	99	98	439	474	448	18	6	11	20	9	18	45	47	52	18	38	19
African American	NC	48	4201	NC	98	99	NC	438	430	NC	10	17	NC	25	23	NC	52	51	NC	13	9
Hispanic	24	301	34545	100	100	99	426	440	432	21	14	14	21	23	24	50	50	53	8	14	9
Asian/Pacific Islander	NC	91	2068	NC	98	99	NC	492	474	NC	3	4	NC	4	10	NC	37	50	NC	55	36
American Indian/Alaskan Native	NC	43	3979	NC	100	96	NC	421	424	NC	19	17	NC	33	30	NC	44	47	NC	5	6
White	39	1436	35142	100	99	99	447	481	465	5	3	5	23	7	11	56	48	56	15	42	28
Students with Disabilities	14	297	10161	100	96	93	402	448	419	50	19	28	14	18	28	29	42	36	7	21	8
Students without Disabilities	63	1622	69849	100	100	100	440	477	451	11	3	7	24	9	17	51	49	56	14	40	19
Limited English Proficient Students	14	169	14013	100	99	97	402	418	413	36	23	24	36	30	34	29	42	39	NA	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	42	413	39029	100	98	98	423	437	432	24	14	14	24	23	25	45	50	52	7	13	9
Non-Economically Disadvantaged	35	1506	40981	100	99	100	444	482	462	11	3	6	20	7	13	49	47	54	20	43	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	1921	79438	100	99	98	434	472	451	23	6	9	22	13	24	44	61	56	10	20	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	919	38775	100	99	99	436	477	457	16	4	7	27	11	22	51	61	58	5	23	13
Male	40	1002	40560	100	99	97	432	469	446	30	7	12	18	14	25	38	61	54	15	18	9
African American	NC	48	4178	NC	98	98	NC	445	439	NC	17	13	NC	19	29	NC	58	52	NC	6	6
Hispanic	24	301	34297	100	100	98	425	436	434	29	17	14	17	25	31	50	50	50	4	9	5
Asian/Pacific Islander	NC	91	2063	NC	98	99	NC	487	475	NC	2	3	NC	11	15	NC	59	63	NC	27	20
American Indian/Alaskan Native	NC	43	3940	NC	100	95	NC	426	429	NC	16	14	NC	33	36	NC	49	47	NC	2	3
White	39	1438	34887	100	99	98	453	481	471	8	3	4	28	10	15	49	64	63	15	24	18
Students with Disabilities	14	297	9588	100	96	88	384	441	416	57	20	30	21	23	32	21	46	34	NA	11	5
Students without Disabilities	63	1624	69850	100	100	100	445	478	456	16	3	7	22	11	23	49	63	59	13	22	12
Limited English Proficient Students	14	169	13856	100	99	96	391	406	407	50	31	27	21	37	43	29	31	29	NA	1	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	42	414	38685	100	99	97	422	437	435	33	17	14	14	26	32	48	51	50	5	7	5
Non-Economically Disadvantaged	35	1507	40753	100	99	99	448	482	467	11	3	5	31	9	16	40	64	62	17	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	1922	79971	99	99	99	379	439	423	20	4	8	53	35	41	28	55	49	NA	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	921	38974	100	99	99	393	452	437	11	3	5	57	27	33	32	63	57	NA	7	4
Male	39	1001	40895	98	99	98	365	427	410	28	5	10	49	43	47	23	48	41	NA	3	2
African American	NC	48	4203	NC	98	99	NC	421	411	NC	10	11	NC	44	45	NC	46	43	NC	NA	2
Hispanic	24	301	34481	100	100	99	380	410	410	17	8	10	58	54	46	25	36	43	NA	2	1
Asian/Pacific Islander	NC	91	2067	NC	98	99	NC	448	449	NC	4	4	NC	24	28	NC	63	60	NC	9	8
American Indian/Alaskan Native	NC	43	3995	NC	100	96	NC	408	409	NC	9	10	NC	58	47	NC	33	42	NC	NA	1
White	39	1439	35150	100	99	99	383	446	437	18	3	5	51	31	35	31	60	56	NA	6	5
Students with Disabilities	13	301	10258	93	97	94	293	403	377	62	14	23	31	50	51	8	33	25	NA	3	1
Students without Disabilities	63	1621	69713	100	100	100	396	445	429	11	2	5	57	33	39	32	59	52	NA	6	3
Limited English Proficient Students	14	169	13985	100	99	97	344	378	382	36	20	18	50	59	54	14	21	27	NA	1	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	41	415	38994	98	99	98	368	406	409	27	10	10	51	53	47	22	36	41	NA	1	1
Non-Economically Disadvantaged	35	1507	40977	100	99	100	390	448	437	11	2	5	54	31	34	34	61	56	NA	6	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1948	80147	100	99	99	480	505	482	14	6	11	12	10	17	44	44	49	30	40	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	974	39281	100	99	99	485	506	483	11	7	9	17	9	17	37	44	50	34	41	24
Male	38	973	40780	100	99	98	476	504	482	16	6	12	8	10	17	50	44	48	26	39	24
African American	NC	53	4249	NC	100	99	NC	464	464	NC	25	17	NC	11	22	NC	49	48	NC	15	13
Hispanic	24	291	33494	100	99	99	465	464	466	25	16	15	8	25	23	46	45	49	21	14	14
Asian/Pacific Islander	NC	80	2103	NC	100	99	NC	526	515	NC	5	4	NC	9	8	NC	33	44	NC	54	45
American Indian/Alaskan Native	NC	34	4117	NC	97	96	NC	464	456	NC	26	19	NC	15	27	NC	35	46	NC	24	8
White	39	1490	36122	100	99	99	488	514	501	10	4	5	15	6	10	38	44	50	36	46	35
Students with Disabilities	17	282	10295	100	96	92	419	464	443	53	27	33	18	19	26	24	37	33	6	17	8
Students without Disabilities	56	1666	69852	100	100	100	499	512	488	2	3	7	11	8	16	50	45	51	38	44	26
Limited English Proficient Students	12	138	12722	100	99	97	445	444	441	25	28	27	8	32	33	67	34	37	NA	7	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	39	383	38371	100	99	97	465	461	465	21	20	15	10	22	23	49	47	49	21	11	13
Non-Economically Disadvantaged	34	1565	41776	100	99	100	498	516	498	6	3	6	15	7	11	38	43	49	41	47	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1946	79686	100	99	98	469	493	470	14	5	11	18	13	24	59	65	57	10	17	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	973	39163	100	99	99	473	497	475	9	4	9	20	12	22	60	65	60	11	19	10
Male	38	972	40438	100	99	97	465	490	465	18	6	13	16	14	25	58	64	54	8	16	7
African American	NC	52	4228	NC	98	98	NC	465	458	NC	13	15	NC	23	28	NC	62	53	NC	2	4
Hispanic	24	290	33299	100	99	98	460	459	452	17	16	17	25	29	32	54	50	47	4	6	3
Asian/Pacific Islander	NC	80	2097	NC	100	99	NC	502	490	NC	6	5	NC	10	13	NC	60	68	NC	24	14
American Indian/Alaskan Native	NC	35	4087	NC	100	96	NC	452	446	NC	14	16	NC	29	38	NC	57	44	NC	NA	2
White	39	1489	35914	100	99	98	475	502	489	13	3	5	13	9	15	62	68	67	13	20	14
Students with Disabilities	17	279	9808	100	95	87	411	457	432	53	19	35	18	30	32	29	42	30	NA	9	3
Students without Disabilities	56	1667	69878	100	100	100	486	499	475	2	3	8	18	10	23	68	69	61	13	18	9
Limited English Proficient Students	12	137	12594	100	98	96	428	428	422	33	31	34	42	38	45	25	31	21	NA	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	39	384	38095	100	99	97	455	455	452	18	16	17	26	31	32	51	52	48	5	2	3
Non-Economically Disadvantaged	34	1562	41591	100	99	99	485	503	486	9	3	6	9	8	16	68	68	65	15	21	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	73	1954	80372	100	100	99	466	495	475	10	2	4	27	19	30	62	76	64	1	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	976	39452	100	100	99	473	505	488	9	1	3	17	13	22	71	80	72	3	6	3
Male	38	977	40836	100	99	98	460	485	464	11	3	6	37	24	37	53	71	56	NA	2	1
African American	NC	53	4264	NC	100	99	NC	462	465	NC	6	5	NC	36	35	NC	58	59	NC	NA	1
Hispanic	24	291	33608	100	99	99	455	468	462	13	5	6	29	32	36	58	64	57	NA	NA	1
Asian/Pacific Islander	NC	79	2098	NC	99	99	NC	506	500	NC	NA	2	NC	18	16	NC	75	75	NC	8	7
American Indian/Alaskan Native	NC	35	4128	NC	100	97	NC	467	464	NC	3	4	NC	40	39	NC	57	56	NC	NA	1
White	39	1496	36213	100	100	99	469	501	489	10	1	2	26	15	22	62	79	72	3	4	3
Students with Disabilities	17	288	10526	100	98	94	388	453	427	35	8	15	41	46	53	24	46	31	NA	1	1
Students without Disabilities	56	1666	69846	100	100	100	490	502	482	2	1	3	23	14	26	73	81	69	2	4	2
Limited English Proficient Students	12	138	12747	100	99	97	429	443	432	17	10	12	42	47	52	42	41	36	NA	1	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	39	386	38521	100	100	98	452	463	461	13	6	6	31	35	38	56	58	55	NA	1	1
Non-Economically Disadvantaged	34	1568	41851	100	100	100	482	503	489	6	1	3	24	15	22	68	80	72	3	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2007	79306	100	100	99	519	536	504	10	6	13	11	9	20	52	47	49	27	38	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	966	38845	100	100	99	520	536	505	11	5	11	3	9	20	56	48	50	31	39	18
Male	55	1041	40383	100	100	98	519	535	504	9	6	14	16	10	19	49	46	47	25	38	19
African American	NC	59	4171	NC	98	98	NC	499	485	NC	15	20	NC	19	26	NC	51	44	NC	15	10
Hispanic	24	282	32673	100	100	99	499	498	487	13	17	18	25	21	25	46	46	46	17	16	10
Asian/Pacific Islander	NC	83	2147	NC	100	99	NC	550	539	NC	4	5	NC	2	10	NC	41	46	NC	53	40
American Indian/Alaskan Native	NC	29	4034	NC	100	97	NC	489	479	NC	28	22	NC	17	29	NC	41	43	NC	14	7
White	55	1554	36234	100	100	99	533	544	523	7	3	6	4	7	13	55	47	52	35	43	28
Students with Disabilities	15	270	10286	100	99	91	451	492	462	53	24	41	20	22	27	20	38	27	7	16	5
Students without Disabilities	76	1737	69020	100	100	100	532	542	510	1	3	9	9	7	18	58	48	52	32	42	21
Limited English Proficient Students	10	118	10291	100	98	96	NA	460	458	NA	35	38	NA	32	34	NA	31	26	NA	2	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	46	394	37437	100	99	97	495	497	486	15	15	19	20	21	26	48	49	46	17	14	9
Non-Economically Disadvantaged	45	1613	41869	100	100	100	543	545	521	4	3	7	2	7	14	56	46	51	38	44	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	90	1994	79000	99	99	98	493	517	489	12	4	10	18	11	24	56	64	58	14	21	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	963	38774	100	99	99	497	522	494	11	2	7	19	10	22	50	64	61	19	24	10
Male	54	1031	40150	98	99	98	491	512	485	13	5	12	17	13	25	59	63	55	11	19	8
African American	NC	58	4153	NC	97	98	NC	487	476	NC	10	13	NC	21	30	NC	57	53	NC	12	4
Hispanic	24	278	32508	100	99	98	469	481	472	21	12	15	38	31	33	38	50	49	4	6	3
Asian/Pacific Islander	NC	81	2142	NC	98	99	NC	523	510	NC	4	4	NC	7	14	NC	70	67	NC	19	16
American Indian/Alaskan Native	NC	28	4016	NC	97	96	NC	494	467	NC	11	14	NC	18	37	NC	57	46	NC	14	2
White	54	1549	36135	98	99	98	508	525	508	6	2	4	13	7	14	59	66	67	22	25	15
Students with Disabilities	15	258	9991	100	94	88	444	479	449	47	14	33	20	29	36	27	50	29	7	7	2
Students without Disabilities	75	1736	69009	99	100	100	503	522	495	5	2	6	17	8	22	61	66	62	16	24	10
Limited English Proficient Students	10	114	10199	100	95	95	NA	444	439	NA	32	35	NA	46	47	NA	23	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	45	389	37234	98	98	97	473	481	472	22	13	15	29	26	33	42	55	50	7	6	3
Non-Economically Disadvantaged	45	1605	41766	100	99	99	514	526	505	2	1	5	7	8	16	69	66	65	22	25	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	2007	79611	100	100	99	497	524	496	8	3	7	31	22	37	62	73	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	967	39016	100	100	99	506	537	511	6	2	4	22	14	29	72	81	66	NA	3	1
Male	55	1040	40519	100	100	98	490	511	482	9	3	10	36	29	44	55	67	46	NA	1	0
African American	NC	59	4188	NC	98	98	NC	501	486	NC	5	9	NC	31	40	NC	64	50	NC	NA	0
Hispanic	24	282	32855	100	100	99	479	491	481	4	7	10	50	38	43	46	54	47	NA	1	0
Asian/Pacific Islander	NC	83	2149	NC	100	100	NC	526	519	NC	NA	4	NC	27	24	NC	71	70	NC	2	2
American Indian/Alaskan Native	NC	29	3992	NC	100	96	NC	496	478	NC	10	10	NC	28	46	NC	62	44	NC	NA	0
White	55	1554	36380	100	100	99	509	531	511	5	2	4	24	19	30	71	78	65	NA	2	1
Students with Disabilities	15	271	10664	100	99	94	418	471	440	47	13	23	27	49	54	27	36	22	NA	2	1
Students without Disabilities	76	1736	68947	100	100	100	512	532	504	NA	1	4	32	18	34	68	79	61	NA	2	1
Limited English Proficient Students	10	119	10362	100	99	97	NA	447	438	NA	18	22	NA	56	57	NA	25	21	NA	1	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	46	393	37626	100	99	98	480	492	479	11	8	10	39	37	45	50	54	45	NA	1	0
Non-Economically Disadvantaged	45	1614	41985	100	100	100	513	532	511	4	1	4	22	19	30	73	78	65	NA	2	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	2048	79327	100	100	98	521	547	518	13	8	19	18	11	20	53	53	46	16	29	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	996	38961	100	100	98	523	547	520	10	6	16	23	11	20	55	54	48	13	28	16
Male	37	1052	40295	100	99	97	519	547	516	16	9	21	14	10	19	51	51	44	19	30	16
African American	NC	61	4247	NC	98	98	NC	516	499	NC	16	27	NC	16	24	NC	59	41	NC	8	8
Hispanic	26	301	32327	100	100	98	498	514	499	23	19	27	19	21	25	58	47	41	NA	12	8
Asian/Pacific Islander	NC	70	1939	NC	100	99	NC	562	556	NC	3	6	NC	11	10	NC	49	47	NC	37	36
American Indian/Alaskan Native	NC	33	4391	NC	100	96	NC	498	489	NC	27	32	NC	18	27	NC	52	36	NC	3	4
White	41	1583	36373	100	100	98	538	555	538	7	5	10	15	8	14	49	54	52	29	33	25
Students with Disabilities	15	243	9321	100	100	87	465	490	467	47	35	54	33	23	22	20	33	21	NA	8	3
Students without Disabilities	62	1805	70006	100	100	100	535	554	524	5	4	14	15	9	19	61	55	49	19	32	18
Limited English Proficient Students	11	95	9431	100	99	95	471	474	466	45	42	53	9	29	27	45	28	18	NA	NA	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	38	401	37097	100	99	97	506	509	498	16	20	27	26	22	25	50	48	41	8	9	7
Non-Economically Disadvantaged	39	1647	42230	100	100	99	536	556	535	10	5	11	10	8	15	56	54	50	23	34	24

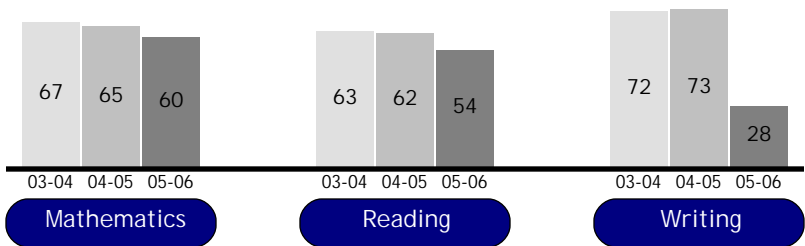
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	2047	79501	100	100	98	498	520	497	8	4	10	27	14	25	64	73	60	1	9	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	995	39062	100	100	99	507	526	502	NA	2	8	33	11	23	65	75	64	3	11	5
Male	37	1052	40368	100	99	98	488	514	491	16	6	13	22	16	27	62	71	57	NA	7	3
African American	NC	61	4279	NC	98	99	NC	501	485	NC	5	14	NC	26	30	NC	66	54	NC	3	2
Hispanic	26	302	32389	100	100	98	477	488	478	12	15	16	38	27	34	50	54	48	NA	4	1
Asian/Pacific Islander	NC	70	1936	NC	100	99	NC	521	519	NC	1	3	NC	13	14	NC	76	73	NC	10	9
American Indian/Alaskan Native	NC	33	4401	NC	100	96	NC	479	473	NC	12	17	NC	39	40	NC	48	43	NC	NA	1
White	41	1581	36446	100	99	99	512	528	516	5	2	4	17	10	15	76	78	73	2	10	7
Students with Disabilities	15	244	9411	100	100	88	445	470	453	33	23	36	53	34	36	13	41	26	NA	1	1
Students without Disabilities	62	1803	70090	100	100	100	511	527	502	2	2	7	21	11	24	76	78	65	2	10	5
Limited English Proficient Students	11	95	9401	100	99	94	449	447	443	27	37	40	55	44	46	18	19	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	38	401	37183	100	99	97	486	487	479	11	13	16	37	30	34	53	55	49	NA	1	1
Non-Economically Disadvantaged	39	1646	42318	100	100	99	510	528	513	5	2	5	18	10	17	74	78	70	3	11	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	2045	80000	100	100	99	568	592	564	3	1	3	9	5	11	78	70	75	10	24	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	40	996	39288	100	100	99	583	608	579	3	1	2	3	2	6	85	65	77	10	32	16
Male	37	1049	40644	100	99	98	551	577	549	3	1	4	16	7	15	70	75	74	11	16	7
African American	NC	61	4307	NC	98	99	NC	576	551	NC	NA	4	NC	8	13	NC	80	75	NC	11	7
Hispanic	26	302	32672	100	100	99	563	563	548	4	3	4	12	11	14	73	76	76	12	10	6
Asian/Pacific Islander	NC	70	1945	NC	100	99	NC	600	592	NC	NA	1	NC	3	4	NC	67	69	NC	30	25
American Indian/Alaskan Native	NC	32	4424	NC	97	97	NC	576	549	NC	NA	3	NC	3	14	NC	81	77	NC	16	5
White	41	1580	36602	100	99	99	568	598	579	2	1	2	7	3	7	80	69	75	10	27	16
Students with Disabilities	15	239	9919	100	98	93	533	544	505	7	3	9	27	22	35	67	71	54	NA	4	2
Students without Disabilities	62	1806	70081	100	100	100	576	598	571	2	1	2	5	2	7	81	70	79	13	27	12
Limited English Proficient Students	11	94	9571	100	98	96	520	513	502	9	9	10	27	28	29	64	64	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	38	403	37534	100	100	98	557	562	547	5	2	4	11	11	15	76	79	76	8	8	5
Non-Economically Disadvantaged	39	1642	42466	100	100	100	578	600	578	NA	1	2	8	3	7	79	68	75	13	28	16

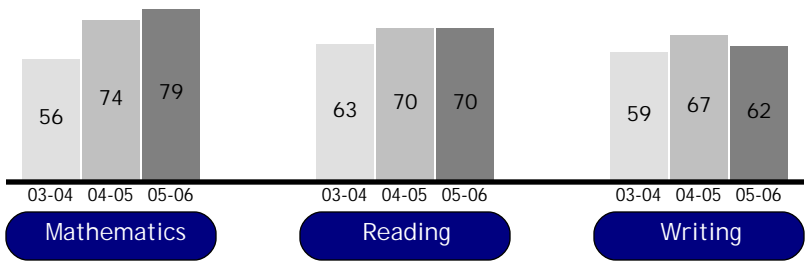
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	66	NA	58	100	40	62	47	100	50	65	46
	Language	100	55	68	50	100	38	64	47	100	48	70	48
	Mathematics	100	71	79	64	100	46	67	50	100	63	72	52
3	Reading	99	47	NA	55	99	43	57	44	100	32	63	46
	Language	99	52	77	61	99	44	57	44	100	30	59	46
	Mathematics	98	60	76	61	99	47	65	51	100	43	70	52
4	Reading	99	57	NA	56	100	41	61	48	100	52	68	52
	Language	100	51	69	52	100	44	64	49	100	52	70	52
	Mathematics	100	57	79	61	100	43	66	53	100	50	70	58
5	Reading	98	64	NA	55	100	52	64	50	100	59	73	56
	Language	100	52	69	49	100	53	65	50	100	56	73	54
	Mathematics	100	73	83	63	100	51	65	49	100	58	72	52
6	Reading	100	55	NA	56	99	49	64	51	100	56	70	56
	Language	100	49	64	48	99	45	63	47	100	48	67	50
	Mathematics	100	71	78	66	99	49	66	52	100	58	75	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Hohokam Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 5 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Oversee School Improvement Plan
- Ü Oversee School Committees
- Ü Personnel Decisions - Interviews
- Ü School Safety Issues
- Ü Communication--School and Community
- Ü Extracurricular Activities

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	40.00
Other Professional Staff	1.50	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	3	4	0	0
7 to 9 years	1	4	0	0
10 or more years	5	17	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	27
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	2%
Percent of core classes not taught by Highly Qualified Teachers	96%

Resources Available at School Site

Special Facilities

- Ü Two Computer Laboratories
- Ü Networked Media Center
- Ü TV Studio
- Ü Teacher Resource Center

Extracurricular Activities

- Ü Student Council
- Ü Outdoor Character Education
- Ü Tutoring
- Ü Fine Art Activities
- Ü Community School Classes

Social Services

- Ü Lunch Program
- Ü Breakfast Program
- Ü Community Resource Specialist
- Ü Intervention Specialist (SPI)

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü The students and staff were able to successfully reach 100% of our goals for the school improvement plan. The school improvement plan dealt with the following areas: academic performance, school safety, technology, and professional development.
- ü A full-time Community Specialist has been able to improve student attendance by working with students and families who were not achieving success at Hohokam.
- ü We were able to successfully implement the Character Counts philosophy.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	89	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Implemented the Character Counts philosophy; visitors sign-in; buddy system for our students; staff on duty; safety drills; attendance verified; locked doors as teachers leave rooms; security fence; two-way radio communication; plant supervisor & principal visible, as well as SRO when possible.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Kevin R. Flynn	(480) 484-1800
Transportation Policy	Robert Flach	(480) 484-6128
Community Resources	Maureen O'Leary	(480) 484-6188
School Nutrition Programs	Sue Bettenhausen	(480) 484-6208
Parent Organization	Daniel & Diane St. Hilaire	(480) 484-1800
Student Health/Nurse	Allie Ernst	(480) 484-1811

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.